



Outreach Plan

for the
Western Snowy Plover
Pacific Coast Population
Region 1 – OR & WA

December 2002
DRAFT

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Introduction

out reach (out-rĕĕch'') *tr.v.* **out reached, out reach ing, out reach es.** **1.** The act or process of reaching out: *could not allay the outreach of human intellect.* **2.** A systematic attempt to provide services beyond conventional limits, as to particular segments of a community: *an educational outreach to enquiring students.*

Why do public outreach?

Because plovers lives depend upon it.

Helping a species recover is no easy task, and it takes a wide variety of tools to get the job done. This plan is one of those tools. With it, you can tell people what you are doing, educate them about the plight of the snowy plover, help change behaviors and attitudes, and get support.

This plan was written for Washington and Oregon (recovery unit one). It is based on the information and education plan included in the draft recovery plan. Its purpose is to define the audiences that you want to reach, identify key messages for each audience, and provide you with ideas on what methods to use to get your point across.

Here are the steps for targeted, meaningful outreach:

- Use this plan when you are looking for ideas on ways to communicate your management goals.
- Go through this plan and look for things to consider: What's my audience? How do I best communicate? What's my time line?
- See how your idea fits in with the implementation plan developed for your area and your list of priorities.
- Use the worksheets (provided in the appendix) to develop a plan for your project.
- Contact the specialist listed in the outreach plan for any questions or updates.
- Talk with others involved in plover outreach and recovery to see what they are doing, what is working, and how you can combine efforts.
- Check with the USFWS Sacramento office and see what products have already been developed and potential resources you can use.
- Finish developing your plan, including an implementation schedule and budget.
- Implement your idea.
- Evaluate your efforts, and share your project with the USFWS Sacramento office.
- Celebrate your successes.
- Decide what you will communicate next.

Goals

Primary goals of this plan are:

- To stimulate interest in and generate understanding of research and management efforts to provide and protect western snowy plover habitat in the Oregon and Washington recovery area.
- To increase compliance of management efforts to protect and enhance snowy plover populations and their habitats.

Secondary goals of this plan are:

- To provide suggestions and guidelines to any manager and to external groups interested in investing resources in western snowy plover outreach.
- To stimulate public concern and understanding of unique Pacific coast beach-dune ecosystems that support numerous and diverse aquatic and terrestrial species, including special status species.
- To develop internal and external support necessary for funding western snowy plover management programs.

Objectives

1. Overall outreach efforts by the plover recovery team and outreach committee will increase 10% by 2004.
2. Three plover areas will use this outreach plan by 2004, and evaluate its usefulness and changes to be made.
3. Three plover areas will develop implementation plans by 2004, using the outreach plan as their guide.

Target Audiences

The audiences listed in this section were taken from the Oregon State Parks and Recreation beach survey conducted in 2001 and the Oregon and Washington Statewide Comprehensive Outdoor Recreation Plans (SCORP). The beach user audiences are grouped according to the level of physical impact they impose on western snowy plovers (such as crushing eggs, scaring adults away, etc.). Target audiences not defined as beach users or as part of the recovery team were prioritized based on their potential impacts to plovers and their management.

These lists represent audiences for the entire Oregon and Washington recovery unit. Different audiences may be a higher priority or may cause more significant impacts at specific sites.

External Audiences

Recreation Audiences:

Beach users that physically impact plovers:

- Walkers
- Dog walkers
- Joggers/runners/other exercisers
- Kite flyers
- ORV/ATV riders
- Horseback riders
- People who drive street legal vehicles on beach

Beach users that indirectly impact plovers:

- Picnickers
- Campers
- Water activity participants (surfers, swimmers, wind surfers, boogie boarders, etc.)
- Beach bonfire builders
- Collectors and beachcombers
- Parasailors and kite sailors
- Anglers and crabbers
- Wildlife watchers (tidepoolers, whale watchers, bird watchers, etc.)
- Others (photographers, readers, hanggliders, etc.)

Target audiences not defined as beach users or as part of plover recovery team:

- Private landowners
This includes all corporations and private citizens who own land on or near the beach. Often, beach access is available from private lands. Private landowners are not necessarily adjacent landowners.
- Adjacent landowners
Includes public and private landowners that may be allowing beach access from their property. May be the same as private landowners.

- Public officials
City, county, state, and federal public officials are included in this category.
- Land managers
Any corporation, public agency, or organized group that has land management responsibilities. This could include agencies, districts, watershed councils, military, etc.
- Local communities & Civic Groups
Includes communities located near plover beaches and/or communities impacted by plover management.
- Tourism industry
May include visitor centers, chambers of commerce, visitor bureaus, etc.
- Schools and Environmental Education Groups
Both public and private schools, as well as all grade levels, are included in this category.
- Conservation groups, Zoos, & Aquariums
Defined as organized groups concerned with natural resources management (i.e. Sierra Club, Audubon Society, etc.) May overlap with land managers.
- Public at large
People not necessarily living on the beach

Methods to communicate with external audiences

- See the 'Caboodle Box' – Tools to Communicate section of this plan for methods to communicate with external audiences.

Internal Audiences

All agencies and organizations directly involved in snowy plover recovery, including:

- Oregon Department of Fish and Wildlife
- Washington Department of Fish and Wildlife
- United States Forest Service
- Bureau of Land Management
- Oregon Parks and Recreation Department
- Oregon State Parks
- Washington State Parks
- Washington Department of Natural Resources

Methods to communicate with internal audiences

- | | |
|--------------------------------|--|
| • E-mails | • Bulletin boards or office displays |
| • Management meetings | • Work parties related to plover management |
| • Staff/district meetings | • Programs or brown-bag lunches |
| • Agency in-house publications | • Display product development where people can see and comment |
| • Intranet | • Involve key office contacts |
| • Tours | |
| • End of year reports | |

Key Messages

“Key messages” are the main ideas that we want to communicate to our target audiences. The messages may apply to all audiences, or they can be directed to a specific audience or site. The most effective messages are those that are tailored to each audience.

The following list of key messages was developed from some of the most frequently asked questions relating to plovers. Depending upon the method that you choose to deliver your message, a message may contain a minimum amount of information, such as a sign, or it may be elaborated upon, such as with a presentation or field trip.

Supporting information for each message can be found in the appendix

1. Share the beach

Key Message: No one likes to be crowded on the beach, or have other beach users bother them. Neither do snowy plovers. On the few beaches where plovers nest, separate areas have been designated for people to recreate and for plovers to raise their young. When you share the beach, both people and wildlife benefit.

2. Practice Your Beach Etiquette

Key Message: Beach users are asked to keep out of areas that are signed or fenced to protect plovers. Dogs, people, vehicles, and horses can disturb or kill snowy plovers while they are nesting and raising their chicks. Respect the plover areas as you would your neighbor’s front yard: keep your dog out, don’t dump your trash, and obey the fences.

3. What Can I Do?

Key Message: Your help is key to the survival of the snowy plover and the beach-dune habitat.

4. Working for Plovers

Key Message: State and federal fish and wildlife agencies have the primary responsibility for plover management, but many other organizations aid in plover recovery. Management activities include: restoring dune habitat, controlling predators, increasing awareness, enacting beach regulations, and monitoring.

5. Snowy Plover Biology

Key Message: The adult western snowy plover is a small shorebird that is about the size of your hand. Snowy plovers look a lot like sanderlings, and many people confuse the two

birds. Plovers live primarily along the Pacific coast from Washington to Baja, California, where they make their nest and raise their young on the beach.

6. Snowy Plovers and the Big Picture

Key Message: Snowy plovers are just one of the many species that depend on and are an important part of the unique beach-dune environment. Both the beach-dune environment and western snowy plovers are endangered because of human and natural disturbances. The number of snowy plovers has shrunk over the years, as well as the populations of other plant and animal species that call the beach dunes their home. By protecting and managing beaches, all of these creatures benefit.

As a result of outreach efforts and the knowledge that they have gained, the public may DO:

1. Share the beach: recreate on plover beaches while respecting the nesting needs of plover and minimizing their impacts
2. Obey rules and regulations: on roped off areas, at access points, staying on wet sand vs. dry sand, etc.
3. Control dogs by placing them on leashes, leaving them home or exercising them elsewhere
4. Pack out their litter
5. Reduce impacts through compliance
6. Use wet sand and stay away from exclosures
7. Volunteer to assist with public outreach
8. Share their information on 'share the beach' with others (neighbors, other beach users, etc.)

As a result of outreach efforts, the public may FEEL:

1. I like and value snowy plovers
2. The beach is a special place, worth protecting and sharing
3. I can make a difference
4. I'm willing to share or modify my behavior
5. Beach restrictions are reasonable and I am willing to comply
6. Land managers are doing a good job with plover recovery
7. I am being heard by land managers and my concerns are taken seriously

The Message Matrix: What Comes First

The key messages in the matrix were prioritized with (1) being the most important message the plover recovery team wants to communicate to the designated audience. The cells without numbers are messages that could be included in interactions with the audience, but are not necessary to accomplish plan goals and objectives.

KEY MESSAGE

	Share the Beach	Beach Etiquette	What Can I Do?	Working for Plovers	Plover Biology	Big Picture
Beach Users	1	2	*	4	3	5
Landowners (Private & Adjacent)	3	4	1	2		
Public Officials	3		2	1		
Land Managers	4		1	2		3
Local Communities	1	2	3	4		5
Tourism Industry	2	3	1			
School & Environmental Education Groups	3	4	6	5	1	2
Conservation Groups, Zoos, etc.	2		1	5	4	3
Public at large			3	4	2	1
Internal Audiences		2		1		3

* Already included in beach etiquette.

Plover Calendar

Annual Timeline -- Western Snowy Plover Management			
Date	Snowy Plover Life Cycle	Management Actions	Outreach Opportunities
January			
	Birds in winter configuration	Habitat Improvement (mechanical)	
		Inventory materials (parts, signs, ropes)	
		Window winter survey	
		Predator control starts	
		Beach restriction requests/meetings	
		Line up summer work/volunteers	
		Order materials/supplies	
		Off-season monitoring (BLM)	
February			
	Birds in winter mode	Habitat improvements	
		Predator control ongoing	Public outreach
		Off-season monitoring (BLM)	
		State issues permits	news release
		Schedule crews for post/signs/ropes	
		FS/BLM/FWS/ODFW/ODPR	news release of upcoming plover season
March			
		Finish habitat work	
		Predator control ongoing	
		Off-season monitoring (BLM)	
		Plover site pre-nesting clean up	
March 15	start of nesting	Switch signs (BLM)	News release (upcoming restrictions) (PSA)
		BLM 2 day/week monitoring	
April			
		Predator control ongoing	Public outreach
		Nest monitoring begins	
		SOLV beach cleanup coordination	
		Maintenance of signs & ropes	
	First egg laying	Seasonal starting	News release
		RNC coordination with bios	

May			
		Compliance monitoring (recreationists)	
		Maintenance of materials ongoing	Public outreach
		Predator control ongoing	
		Nest monitoring	
		Flora's Lake adaptive mgmt check	
	Broods start appearing	Breeding season window survey	
		Volunteers start	
		Exclosures placed/hotwires/banding	Press release
June			
	Fledging	RNC coordination with bios	
		Predator control stats	Public outreach
		Maintenance of materials	
		Compliance monitoring (recreationists)	
		State Trooper starts (ODPR)	
		State volunteer at China Creek	News release for 7/4
July			
		RNC coordination with bios	
		Predator control stats	Public outreach
		Maintenance of materials	
		Compliance monitoring (recreationists)	
		Nest monitoring	
		Assess rope taken down	
August			
		RNC coordination with bios	
		Habitat monitoring	
	End of nesting	Assess rope taken down	
September			
	Winter configuration	RNC coordination with bios	
		Start habitat work (chemical)	
Sept 15		Closure removal	
October			

		End of year closeouts	
		Budget	News release (year-end, predator, etc.)
		Predator plan for next year	
November			
		Agreements – Wildlife services on HIC	
		Project planning/contract preparation	
December			
		Project planning	

Caboodle Box: The Communication Tools

The toolbox section contains all of the methods used to communicate to an audience. Each section contains a method of communication, resources to help you get started with the activity, and tips or things to consider when developing or utilizing particular components of the plan.

Keep in mind what communication methods would best suit the audiences in your area and the objectives and priorities of your area's action plan – as always, money and time are limited.

** Several ideas in this section are marked with an asterisk. Ideas marked with an asterisk indicate this product has already been developed by an agency, and it is available for use as is or can be used as an example as you develop your own products. If you would like more information on already developed products or possible inter-agency cooperation on product development, contact the US Fish and Wildlife Service's Sacramento Office. They have been designated as the range-ride repository for plover products.*

Tips / Things to Consider

Before you decide on what method(s) you are going to use to get your message across to your target audience, consider the following:

Is the message

- ☐ long?
- ☐ sensitive?
- ☐ technical?

Do you want people to

- ☐ read, listen or watch it?
- ☐ act on it?
- ☐ save it?
- ☐ refer to it?
- ☐ remember it/learn it?
- ☐ share it?

Is the goal of communication to

- ☐ raise awareness?
- ☐ inform people how to take action?
- ☐ give feedback?
- ☐ change behaviors?
- ☐ support a management action?

Is the audience

- ☐ large?
- ☐ spread out?
- ☐ active?
- ☐ well-informed?
- ☐ responsive to a message like mine?

Do I have

- ☐ funding to produce, distribute and evaluate?
- ☐ time?
- ☐ help from specialists, contractors, plover outreach team?

Media Methods

Media refers to the press and other traditional media outlets, including newspapers, television, radio, etc.

Methods used to communicate with the press and the press with the public

- Fact sheet
- New release
- Notice/legal ad
- Frequently Asked Questions (FAQ)
- Talking points
- Public Service Announcements (PSA)
- Purchased air time
- Paid print ads
- Media Tours to acquire B-roll, photos, story ideas

Resources

- Oregon Blue Book, a statewide media and government guide, or other media guides
<http://bluebook.state.or.us>
- Snowy Plover calendar, located in the calendar section of this plan
- Media mailing list
- Internal snowy plover media website *<http://www.or.blm.gov/coosbay/plover>*
- Public affairs staff
- Trigger point matrix located in the matrices section of this plan
- Media representatives, including reporters, editors, etc.

Contact

Plover media specialist (Jenni V.?)

Tips/Things to Consider

- Include plover boiler plate message in media messages (see page ???) Use joint plover recovery team letterhead when appropriate
- Look at sample press releases, fact sheets, etc. in the example section located in the appendix
- Allow lots of lead time
- Be timely, thorough, and complete when interacting with the media
- Designate a contact person and have their contact information available
- Follow who, what, where, when, why, and how news format
 - Who are you writing to?
 - What do you want them to know or do?
 - Why should they care?
 - Where can they get more information?
 - When should they respond or take action?

Formal & Environmental Education Methods

Formal education refers to the traditional school setting, where you are working within an established education system. This includes grammar, middle and high schools, colleges and universities, home schooling, and other learning institutes such as Elderhostel, a program for seniors. Teaching is usually done in a formal classroom setting, and the audience is captive.

Environmental education can be done in either a formal or informal setting, such as a field trip. The goals of environmental education are not only learning about a subject, but the learning should be hands-on and include decision making.

Methods to Educate

- Curriculum
- Videos
- Presentations (PowerPoint or other medium)
- Field trips
- Student volunteers
- Contests – poster, story, poem
- Tours
- Website
- CD-Roms
- Satellite broadcasts
- Teacher training (in-services and workshops)

Resources

- School and district curricula specialists
- State Board of Education: see standards for science and social science programs, and state-wide listing of all schools
- Professional organizations: National Association of Science Teachers, National Environmental Education Association, Environmental Education Associations for Oregon and Washington, etc.
- Profession publications: ‘Clearing’ magazine, ‘Math and Science Bulletin’, etc.
- Environmental education specialists within public agencies, zoos and aquariums

Contact

Plover education specialist

Tips/Things to consider

- Develop a clear and concise message and theme.
- Consider audience and tailor message to that audience (2-12 and youth groups vs. adults, Elderhostel, organizations, rotary, civic groups).
- Will activities mesh with state/local curriculum requirements and standards?

Interpretative Methods

Interpretation can be considered a way to communicate to people in informal settings, where your audience can choose to participate or not. For example, think of a recent visit to a national park: there may have been a visitor center with exhibits, a nature trail, a brochure about the park, a sign explaining something, and a program lead by park staff. All of these are examples of interpretation. Interpretation also differs from education in that the goal is to provoke people to think about things in a new way, rather than simply presenting information.

Methods to Interpret

- Signs *
- Brochures *
- Displays
- Exhibits
- Programs
- Walking tours
- Videos *
- Posters *
- Table tents *
- Volunteers, docents

Resources

- Commercial interpretation companies (IEI)
- Websites (NAI)
- Agencies, such as state parks, that have experience providing interpretive services

Contact

Plover interpretive specialist

Tips/Things to consider

- Develop a clear and concise message
- Develop a clear and concise theme
- Consider audience and make message audience specific
- Use visuals whenever possible
- Incorporate audience involvement whenever possible

Miscellaneous Delivery Methods

Other products and methods are effective in communicating plover key messages. They are listed below.

Products

- Leashes *
- Magnets
- Bumper stickers
- Bookmarks *
- T-shirt and hats
- Billboard
- Screen savers
- Newsletters
- Posters
- Church/organization newsletters
- Pail and shovel
- Beach umbrellas
- Stickers
- Flags for ATV's
- Dog scoop poop bags
- Flip flops
- Sunscreen
- Sunglasses
- Match book covers
- Pencils and rulers
- Plover comic book (Smokey Bear story is an example)
- Grocery bags
- Postcards
- Blankets
- Mugs
- Dog bandannas
- Chocolate bars
- Spokesperson
- Newsletters
- Postcards
- Websites *
- CD-ROM
- Flyers
- Trading cards
- Public meetings
- Placemats
- Videos *
- Brochures *
- Coloring books *
- PowerPoint presentations *
- Photos *
- Artwork *
- Signs *
- Maps *
- Low watt radio messages
- Highway signs

Resources

- Sacramento US Fish and Wildlife Service Office
(916) 414-6600
<http://sacramento.fws.gov/>
- Product development specialists such as sign fabricators, video specialists, artists, etc.

Contact

- Sacramento US Fish and Wildlife Service Office
(916) 414-6600
<http://sacramento.fws.gov/>

Tips/Things to consider

- Consider what products are necessary
- Decide on quantity of product to order
- Identify funding sources
- Develop a clear and concise message
- Share products between organizations
- Cooperate between agencies for new product development
- Send an example of a newly developed products to the Sacramento USFWS office

Caboodle Box: The Accessories

This section contains information on components of the outreach plan, such as volunteers and funding, that are tools to implement the outreach strategy. Keep in mind what communication methods would best suit the audiences in your area and the objectives and priorities of your area's action plan – as always, money and time are limited.

Enforcement

Methods

- Have handout or brochure to give out relating whole region and specific sites
- Post current informational signs at beach access points
- Law Enforcement personnel should review regulation materials before publishing
- Cooperation between law enforcement agencies
- Offer alternatives / options on what people can do differently and where they can recreate
- Have a live body at the beach

Resources

- Basic information on plover biology and habitat
- Map
- Dog leashes, brochures, and other products available to hand out

Contact

Law enforcement specialist

Tips/Things to consider

- Tailor the message to the audience and judge who will be receptive to a message

Partnerships

Cooperation between resource and land management agencies, researchers, interest groups and private individuals increase effectiveness. This section focuses primarily on partnerships with external organizations. Listed under each potential partner are potential projects a partner could undertake or how they could help with plover outreach. These are only suggestions and do not cover all of the roles partners could play in plover outreach.

Potential partners

- Chamber of Commerce
Distribute outreach materials, provide a human contact for beach users and local community, provide funding
- Tourism boards (local, regional and state)
Distribute outreach materials, provide a human contact for beach users, provide funding
- Oregon State University Sea Grant and other research organizations
Oregon Sea Grant work to further knowledge of the marine and coastal environments of the Pacific Northwest. This organization, and others like it can provide funding, distribute information to members, provide volunteers, and help with monitoring
- Aquariums
Distribute materials, provide funding, reach volunteers, provide a venue for meetings and presentations
- Veterinarians
Distribute materials (especially dog leashes), provide human contact for beach users who are also pet owners.
- Educational groups
Organizations such as Oregon Coast Education and Awareness Network (OCEAN) and other organizations devoted to environmental education can provide funding, distribute materials, teach or provide interested teachers with plover related lessons, help solicit volunteers
- Target audience organizations
All of the audiences listed previously in the plan are potential partners who can distribute materials, volunteers, be a contact for beach users, provide funding
- Ducks Unlimited
Distribute outreach materials, provide funding.
- Shorebird groups (Audubon)
Distribute outreach materials, provide funding
- Other shoreline agencies
Agencies such as South Slough, Elkhorn Slough, and wildlife refuges can distribute outreach materials, provide funding, conduct educational programs, solicit volunteers, and provide a venue for meetings.
- Schools and universities
Both public and private schools can conduct plover educational programs, distribute outreach materials, provide volunteers.

- Library
Serve as a repository, distribute outreach materials, conduct plover educational programs, help solicit volunteers
- Whale Watching Spoken Here
Provide human contact for beach users, distribute outreach materials, help solicit volunteers, combine Whale Watching Spoken Here training with plover volunteer training.
- Shopping malls
Excellent locations to set up plover displays and distribute outreach materials.
- Civic groups, youth groups, other organizations
Provide volunteers, give funding, provide technical expertise for developing new outreach materials,

How partners can help

- Make presentations
- Offer facilities (use of office buildings, equipment, etc.)
- Make mailing lists available
- Include messages in their newsletters/e-mails (however they communicate with members)
- Solicit, donate, and/or manage funds
- Distribute materials
- Fabricate materials, displays
- Capitalize on group's reputation, good name, and credibility

How the partners benefit

- Gets their name out to the public
- Publicly thanked by agencies and organizations
- Provided with story ideas and space fillers
- Helping educate their clients

Contact

Plover partnership specialist

Tips/Things to consider

- How to treat partners
- How to establish partners
- The need for a memorandum of understanding or a memorandum of agreement
- Criteria for formal agreements between organizations
- How to thank and recognize

Funding

Funding Sources

- Grants
- Agency funding (Day-use fees, etc.)
- Cooperate sponsorships
- Special money accounts
- Endowments
- Universities (provide fellowships, internships, housing, etc.)
- Donations
- In-kind
- Challenge cost share, other special agency funds
- Special groups (Leave-No-Trace)
- Wills or estates
- Solicitation of the public
- Sale profits from plover trinkets

Resources

- Grant websites
- Grant libraries
- Agency specialists – those with grant writing skills
- Non-profit groups

Contact

Plover funding specialist

Tips/Things to consider

- Use an established non-profit group
- Work with partners
- Identify why the funding is needed
- Identify the best method of funding
- Determine how much money you need
- Determine how to spend the money (requisitions, in-kind, etc.)
- Coordinate funding and spending sources

Volunteers

The purpose of having volunteers is to expand the ability to do work beyond that which existing staff and other resources can accomplish. Volunteers can help accomplish western snowy plover habitat management goals, as well as help increase public awareness of plover related issues. Most importantly, they can provide friendly human interaction where it might otherwise be lacking.

Volunteer Activities

- Monitoring or research
- Talking to people on the beach
- Staff displays
- Help with mailings
- Write articles
- Sell plover products, such as T-shirts
- Conduct educational programs
- Distribute outreach materials

Where and how to get volunteers

- Senior centers
- Other organizations
- Advertise
- Presentations to universities, civic groups, etc.
- Newsletters
- Career centers
- Chamber volunteer booklet
- Volunteer website

Contact

Plover volunteer specialist

Tips/Things to consider

- What you want the volunteers to do?
- How many volunteers do you need?
- Do you need a volunteer coordinator?
- What training do volunteers need?
- Do they need uniforms or other forms of identification?
- How will volunteers be rewarded or recognized?
- Get examples of volunteer plans from USFWS Sacramento Office

Mailing List

Who to Include:

- Media contacts
- Chambers of commerce and similar groups
- Affected businesses (beach recreation concessionaires)
- Special interest groups and affected beach-users
- Conservation groups
- Local government leaders
- Affected landowners
- Federal, state, county and city land management agencies
- Civic groups and schools
- Commercial outlets for off-highway vehicle enthusiasts, pet owners (e.g. pet shops and veterinary clinics), sunbathers, surfers, and other beach recreationists
- Other interested individuals or groups
- Respondents to press releases, Federal Register notices, meeting attendees, etc.

Getting names

- Ask agencies for key contacts
- Reference section at the library
- Census reports
- Other organizations
- Web – yellow pages
- Chamber of commerce lists
- Trade association member lists
- Public library
- Websites
- Fellow employees
- Agency
- Organizations
- County clerks office
- City hall

Contact

Plover mailing list coordinator

Tips/Things to consider

- Use appropriate software for the size and purpose of the database
- Set-up databases so they are sortable (my name, address, etc.)
- Who will maintain the database?
- How will you use the database for mailings?

Repositories

Repositories provide interested citizens with convenient access to plover management information.

How to set up a repository

- Call site and ask if they have a space available where your agency could put out plover documents and reference materials.

Things to include in repository

- Videos
- Curriculum
- Documents (recovery plan, etc.)
- Draft documents for comment
- Maps
- Samples of outreach materials (fact sheets, CD-ROMS, FAQs, etc.)

Locations for a repository

- Public library
- University library
- Agency library
- Visitor center
- Other organizations

Contact

Plover repository person

Tips/Things to consider

- Consider audience and location (coastal vs. inland, for example)
- Maintain a sign-in sheet or visitor book to see who and how many people use the repository.
- Determine the number of repositories you want to have
- Determine the materials you want to include in the repository
- Who will maintain the repository?
- How much space do you need?
- Can the materials be checked out?
- Could you use the repository to gather public input?

Public Feedback

Why gather public feedback

- Feedback on whether regulations impact recreation
- Judge whether attitudes, knowledge, and behavior have changed

Methods to Gather Feedback

- Comment box
- Public hotline
- Comment periods
- E-mail
- Websites listing people to contact
- Evaluation
- Public meetings
- Workshops
- Open house
- Special events (spaghetti feeds, beach clean ups, etc,)
- Church meetings
- School meetings
- Fairs
- Ask opinion leaders
- Shopping centers
- Public hearings
- Personal interviews
- Community meetings
- Listening post
- Survey

Tips/Things to consider

- Need to respond when appropriate
- Let public know if and how comments will be used
- Use feedback to evaluate plover management program
- Try not to take feedback personally
- Watch for trends

Evaluation

- Define purpose of the evaluation
- Write the objectives as questions
- Identify internal and external constraints
 - Time and money to do evaluation, what will be done with the results, need for outside agency input, what information is wanted from the results, accountable to others, other things affecting results.
- Decide what kind of evaluation to do
- Decide to collect hard or soft data, or both
- Decide how you will use the evaluation

How you evaluate how effective your outreach efforts have been will depend on what methods you used, what you want to learn from the evaluation, and level of effort that you want to put into it.

Here are some examples of things you can use to do an evaluation:

- Take a survey: ask people what they thought
- Conduct pre-surveys to determine the base knowledge level. Conduct post-surveys after your efforts to see if there has been any difference
- Use a focus group: small group from target audience
- Observations
- Expert reviews: ask people who are expert in that field to provide feedback
- Organizational monitoring: did you use the funding, staffing, time, etc. that you planned for?
- Self-administered questionnaires
- Computer software to proofread document and conduct SMOG test (determines the reading level of your text)
- Peer review
- Signal stopping: process used to see how much information people read before they will stop
- Interaction monitoring: who participates and why
- Use evaluation forms at your presentations and see what people learned and if it will influence their behavior in the future

Each method (media, education, interpretation and other delivery methods) has evaluation tools already developed by professionals in those fields, which you can use as a resource.

Appendices

1. Project Worksheet
2. Supporting information for key messages
3. Pros and Cons of Different Communication Methods
4. Maps
 - a. Recovery unit
 1. nest sites
 2. towns
 3. rec. sites
 4. state park aerials – beach
 5. survey results
5. Media examples

1. Project Worksheet

What priority is this project (where is it on your plover area priority list)?
What do you want to communicate:
What do you want people to <ul style="list-style-type: none">• Know• Do• Feel
What will success look like?
Target audience:
Message:
Date you want project ready: Date you need to start project:
What method(s) are you going to use to communicate your message? <ul style="list-style-type: none">• Media/press• Education

- Interpretation
- Other delivery methods

Strategies: things to think of

- Contact USFWS Sacramento office for examples, ideas?
- Partners?
- Can this project be combined with another plover area?
- Materials and tools needed
- Others:

Action plan: who is doing what, when

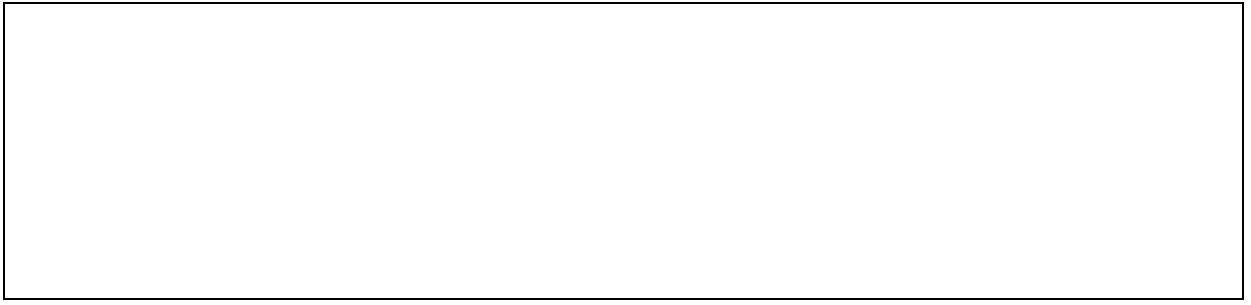
- This is how I am going to accomplish the project:

- How am I going to let others in my agency & on the plover outreach team know what I am planning?

Budget for the project

Evaluation

- How will I evaluate the success of this project?



2. Supporting information for key messages

1. Share the beach

Key Message: No one likes to be crowded on the beach, or have other beach users bother them. Neither do snowy plovers. On the few beaches where plovers nest, separate areas have been designated for people to recreate and for plovers to raise their young. When you share the beach, both people and wildlife benefit.

How do people on the beach affect snowy plovers?

Facts:

- During the critical nesting season, people and their dogs easily disturb plovers.
- Studies have shown that when the parents are frightened off of a nest by people and dogs coming too close, the eggs can be crushed or eaten by predators.
- If the adults stay away too long, the eggs can also get buried in sand and won't hatch.
- Eggs and chicks blend in so well with their surroundings that they can be inadvertently killed by people on horseback, off-road vehicles, walkers and people playing on the beach.

When is the nesting season?

Facts:

- The nesting season is generally March 15th through September 15th.
- About three eggs are laid in a nest.
- Eggs take about one month to hatch if everything goes right.
- The chicks leave the nest within hours to search for food.
- The chicks can't fly for about a month, which makes them very vulnerable to predators eating them, being crushed by people, or being unable to escape bad weather.
- A nest is considered successful when chicks survive to become fledglings, at the stage when they can fly.

Why can't people recreate or go wherever they want to on beaches with snowy plovers?

Facts:

- People are still able to recreate on beaches where plovers are found.
- During the nesting season beach users are asked to share the beach with plovers and other wildlife. This means respecting the needs of nesting birds, and following requests from land managers

How many miles of beach are restricted to recreational use to protect snowy plovers during the nesting season?

Facts:

- Plovers use only a tiny fraction of the beach for nesting season, leaving the majority of beaches open for recreational use as usual.
- In 2002, approximately _____ miles of dry sand and _____ miles of wet sand are restricted from mid-March through mid-September in Washington and Oregon combined. There are approximately _____ miles of sand that are not restricted.

2. Practice Your Beach Etiquette

Key Message: Beach users are asked to keep out of areas that are signed or fenced to protect plovers. Dogs, people, vehicles, and horses can disturb or kill snowy plovers while they are nesting and raising their chicks. Respect the plover areas as you would your neighbor's front yard: keep your dog out, don't dump your trash, and obey the fences.

What are the roped-off areas on the beach for?

Facts:

- The fenced-off areas mark the 'no disturbance zone' for snowy plovers. This zone provides enough room for plovers to nest, feed, and raise their young without being chased, frightened, eaten, crushed, mangled or disturbed by people, dogs and vehicles.
- Exclosures are used as well, which are fences put up around nesting areas to help reduce the number of predators that can kill plover adults, eggs and chicks.
- Think of the beach-dune habitat as the snowy plover's house, and the fences are similar to fences that people put up around their property to make their homes safe and secure.

What other options do people have for recreation? Where can they go for beach recreation that doesn't affect plovers?

Facts:

- People need to be told specifically at each site what other beaches are available and where.
- Provide a map, and list of what is available (i.e., picnic tables, tide pooling, etc.) and any restrictions (no dogs, no ATVs, etc.)

3. What Can I Do?

Key Message: Your help is key to the survival of the snowy plover and the beach-dune habitat.

What can beach users do to help in the recovery of the snowy plover?

Ideas:

- When using the beach, observe the roping and signs restricting access to certain portions of the beach,
- Keep dogs or other pets on a leash or leave them at home,
- Pick up after yourself: don't leave any litter or uneaten food,
- Do not disturb any nest or bird, including those located outside of the roped off areas,
- Obey established rules for where off-road vehicles and horses are allowed,
- Volunteer to help educate other beach users, contact the state department of fish and wildlife if you find a nest outside of a roped off area, and most importantly,
- 'Share the beach' by recreating away from plovers and using the wet sand.

What can private and adjacent land owners do to help in the recovery of the snowy plover?

Ideas:

- When using the beach, observe the roping and signs restricting access to certain portions of the beach,
- Keep dogs or other pets on a leash or leave them at home,
- If the public or friends are accessing the beach from your property, remind them about respecting the restricted areas and how to share the beach,
- Permit the plover working team to post signs if needed or gain access.

What can schools and environmental education groups do to help in the recovery of the snowy plover?

Ideas:

- Help educate people of all ages concerning the snowy plover, including plover biology, why it's threatened, beach ecosystems, how to share the beach, and what they can do to help,
- When using the beach for field trips, observe the roping and signs restricting access to certain portions of the beach,
- Consider scheduling beach field trips outside of the nesting season or visit beaches not used by plovers,
- Volunteer to help educate others.

What can conservation groups, aquariums and zoos do to help in the recovery of the snowy plover?

Ideas:

- Keep their membership informed about the snowy plover, what is being done for its recovery, and ways that they can get involved,
- Use the group's web site, newsletter, magazine, etc. to inform members and the public, with links/other sources of plover information,
- Work with the plover recovery team and land managers in a cooperative effort,
- Assist with fund raising for educational purposes,
- Volunteer to help educate other beach users.

What can public officials do to help in the recovery of the snowy plover?

Ideas:

- Work with the recovery team and land managers in a cooperative effort,
- Keep informed of and support what is being done for plover recovery,
- Assist with informing the public, such as by allowing signs to be posted,
- Consider impacts to plovers and beach habitat in making public decisions.

What can land managers do to help in the recovery of the snowy plover?

Ideas:

- Work with the recovery team and public officials in a cooperative effort
- Help with fund raising for educational purposes
- Inform their employees and stakeholders about the snowy plover, what is being done for its recovery, and how they can help,
- Consider impacts to plovers and beach habitat in making management decisions.

What can local communities and civic groups do to help in the recovery of the snowy plover?

Ideas:

- When using the beach, observe the roping and signs restricting access to certain portions of the beach,
- Keep dogs or other pets on a leash or leave them at home,
- Pick up after yourself: don't leave any litter or uneaten food,
- Do not disturb any nest or bird, including those located outside of the roped off areas
- Obey established rules for where off-road vehicles and horses are allowed
- Volunteer to help educate other beach users,
- Contact the state department of fish and wildlife if you find a nest outside of a roped off area, and most importantly,

- ‘Share the beach’ by recreating away from plovers and using the wet sand,
- Support education efforts for the people in the community,
- Help educate visitors to the area and demonstrate by example what good beach etiquette is,
- ‘Adopt’ a stretch of beach or a plover to feel a sense of local involvement, ownership and pride, and
- Ask people not to vandalize signs or fences.

What can the tourism industry do to help in the recovery of the snowy plover?

Ideas:

- When enticing people to come to the Oregon coast to visit the beach, include information that the beach is a unique wildlife habitat and how people can share the beach by following proper beach etiquette,
- Include links to plover information sites on tourism web sites,
- Distribute informational materials to the public, such as brochures,
- Share the efforts for plover recovery with others involved in the tourism industry, such as asking hotels and restaurants to use table tents,
- Provide ideas and feedback on outreach efforts,
- Assist with educating people about plovers and use of the beach at trade, sport and travel shows or other activities where large numbers of the public are anticipated,
- Share graphics and photographs that can be used for public outreach,
- Inform the recovery team when there are opportunities to include plover messages to events and activities sponsored by others, such as using the Oregon beach clean up weekend to educate people about plovers.

What can the public at large (people not necessarily living on the coast) do to help in plover recovery?

Ideas:

- Keep informed on plover recovery and what is being done,
- Support the recovery team efforts through letters to their politicians,
- Volunteer to help educate others,
- Donate funds or assistance in kind for educational purposes.

4. Working for Plovers

Key Message: State and federal fish and wildlife agencies have the primary responsibility for plover management, but many other organizations aid in plover recovery.

Management activities include: restoring dune habitat, controlling predators, increasing awareness, enacting beach regulations, and monitoring.

Who is responsible for managing snowy plovers?

Facts:

- Other agencies involved in snowy plover recovery include: the US Fish and Wildlife Service (USFWS) who has jurisdiction to protect and recover the species under the federal Endangered Species Act, US Forest Service, Department of Natural Resources, State Parks, port authorities, the military, private land owners, law enforcement, The Nature Conservancy, Trust for Public Lands, Bureau of Land Management, etc.

Who is responsible for snowy plover recovery?

Facts:

- All of us who impact beach: agencies, governments, industries, corporations, organizations, and most especially, each individual who uses and treasures the beach.

What actions are being taken by land managers?

Facts:

- Agencies responsible for managing snowy plovers have been accomplishing the following work:
 - Habitat restoration, including the removal of European beach grass
 - Predator management
 - The use of fencing exclosures around nests and zones of disturbance
 - Increasing public awareness of the needs of snowy plovers and ways people can help
 - Increased presence law enforcement personnel on the beach
 - Educational programs and publications
 - A 'share the beach' policy during nesting season which restricts beach use to the dry sand
 - Monitoring snowy plover reproduction and survival
 - Conducting of beach users to get their input, and
 - Researching impacts to plovers and ways to reduce them

What predators are being managed?

Facts:

- Reducing the number of predators will have a large impact on plover recovery.
- Predators such as crows, ravens, foxes, coyotes, dogs, cats, opossums, raccoons, gulls, hawks and owls are of concern for killing adults, eggs and chicks.
- A 'Predator Damage Management Plan' was recently developed to address predator issues.
- Methods to control predators include use of (a) exclosures to keep predators away from nesting sites, and (b) trapping.

5. Snowy Plover Biology

Key Message: The adult western snowy plover is a small shorebird that is about the size of your hand. Snowy plovers look a lot like sanderlings, and many people confuse the two birds. Plovers live primarily along the Pacific coast from Washington to Baja, California, where they make their nest and raise their young on the beach.

What is a snowy plover?

Facts:

- Western snowy plovers are also known as “snowy plover” or “snowy”
- Plovers are 6 – 6.5 inches long
- The top of the bird’s head and back are a pale sand color with contrasting white underparts, helping it to blend into its surroundings at the beach. There is a dark patch on each side of the upper breast, and the legs and beak are black.
- The average life span is three years.
- The chicks are about the size of a cotton ball, with a brown speckled pattern as part of their camouflage.

Where can snowy plovers be found?

Facts:

- They use shallow depressions in the sand as nests where there is little vegetation, such as bare beaches, open areas around estuaries and creeks, and occasionally on gravel bars.
- Plovers eat invertebrates – crabs, marine worms, sand hoppers, beetles, shore flies and other insects – found along the beach, including the piles of seaweed that are washed ashore.

Snowy plovers vs. sanderlings

Facts:

- Sanderlings are another type of small shorebird.
- Sanderlings are grey, white and brown, and they are very common worldwide.
- They can be seen running back and forth at the ocean’s edge in small flocks.

6. Snowy Plovers and the Big Picture

Key Message: Snowy plovers are just one of the many species that depend on and are an important part of the unique beach-dune environment. Both the beach-dune environment and western snowy plovers are endangered because of human and natural disturbances. The number of snowy plovers has shrunk over the years, as well as the populations of other plant and animal species that call the beach dunes their home. By protecting and managing beaches, all of these creatures benefit.

Why are snowy plovers in trouble? Why do they need help from people?

Facts:

- The number of snowy plovers has shrunk over the years from a healthy number of adult birds (estimated ___#___ in ___year___) to roughly ___#___ birds currently.
- Snowy plovers were historically found along the entire Oregon coast and southern Washington, using over 20 nesting locations. Now, plovers nest at only ___ sites.
- Their numbers have declined to such an extent that plovers were listed as threatened under the Endangered Species Act at both the state and federal levels.

What are the key factors for the decline of the snowy plover?

Facts:

- Many things natural factors affect plovers, from heavy storms to predators.
- People have affected plovers and other beach dwelling plants and animals by: (a) disturbing nesting birds and young chicks, (b) introducing European beach grass and other exotic plants for dune stabilization, resulting in a loss of habitat for the natives while increasing habitat for predators and non-natives, (c) development along the coast, (d) littering on beaches, bringing in more predators.

How many snowy plovers are needed in order for recovery of the species to be considered successful?

Facts:

- To remove the snowy plover from the threatened list requires, in part, that over a ten year period an average of 3,000 breeding adults per year be distributed between Washington, Oregon and California. Of this number, the goal is to have 250 breeding adults in Washington and Oregon combined.
- Recovery also requires maintaining a 5-year average productivity of at least 1 fledged chick per male in each recovery unit for the last 5 years prior to delisting.

Why are efforts being focused on one animal?

Facts:

- The beach-dune habitat, or neighborhood, is important to other natives as well, such as the pink sand verbena, _____, _____, and _____, many of which are also in danger. By protecting and managing beaches, all of these creatures benefit.

What is so special about the beach-dune habitat?

Facts:

- Over hundreds of years, plants and animals have adapted to living in this sandy environment, exposed to the weather and seas.

- Aerial photos of the coast line show that at little as 50 years ago, our beaches were more open then they are now and able to fluctuate with the seasons, not covered with European beach grass as they are today.
- When we come to the beach, we are not just coming to another ball field or picnic area: we come to explore, share and enjoy a habitat that is the home to a wonderful variety of life.

4. Pros and Cons of Different Communication Methods

Method	Delivery	Pros	Cons
Mass media	TV Radio Newspapers	Can reach a large audience Good for raising awareness Usually considered credible Majority of people get their information through this method	Constrained by time and space Must be 'newsworthy' Can't explain complex issues Bad for persuasion Can't control how it comes out to the public (misquotes, mistakes, etc.)
Videotape	Workshops Schools Cable TV	Can reach a large audience Visually pleasing More participatory Can show behavior that you want modeled	Relatively expensive Must be done well
Public service announcements	TV Radio	Free Can reach a large audience Can target audience	Sometimes aired at night (few viewers/listeners) Competition for air time Very passive Difficult to evaluate
Presentations	Workshops Conferences Group meetings Schools Civic groups Recreation sites	Can be participatory Good for persuasion Can show behavior More personal Able to keep up to date with latest information	Reach smaller audience Staff time Can be too technical People may not attend
Exhibits	Libraries Fairs Malls	Can reach large audience Visually pleasing	Staff time Must be durable Minimal interaction
Newsletters, brochures	Mail Handout On display	Can reach a large audience Can be more technical Can give more detail	Printing/mailing costs high Staff time Passive, not participatory Information can get old, dated
Freebies (other delivery methods)	Fairs Event days Beach Presentations Libraries	Increases awareness Inexpensive Easy to produce Name/topic recognition	Very short message Weak on persuasion Thrown away
CD	Schools Docent training Interagency	Graphics and text Easy to carry and store Relatively inexpensive to	Must be done well Must be designed for target audience

	Media	make copies Interactive	May be expensive to produce initially
Signs	Beach access points Trail heads	Available at any time Attractive Can tell one topic or a story	Prone to vandalism May have outdated information Have to limit message May have negative tone

Glossary
